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AUTHOR Marshall, Judith S.
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ABSTRACT

A program for nontraditional students is described that was implemented at Livingston College/Rutgers University during the fall 1980 semester. The Freshman Studies Program (FSP) had two purposes: (1) to provide a more supportive structure and environment for developmental studies students and (2) to facilitate efforts to both deliver services and monitor student progress for improving achievement and retention. All students in the previous summer's Equal Opportunity Fund program were required to take the FSP, with the degree of participation based on New Jersey Basic Skills Test Performance. Components include: the summer program; class sections in analytical and critical reading, effective writing, and mathematics; a learning center for individual and small-group tutorials, study skills, test-taking, test anxiety, and problem-solving; elective courses; and peer counseling. Block scheduling, an interdisciplinary approach, regularly scheduled group counseling, innovative teaching methods, faculty cooperation, student profiles and continuous monitoring, discussion groups, parent orientation and involvement are additional program features. Evaluation was done by comparison of 1979 (non-treated) and 1980 (FSP) developmental students, and an evaluation by all parties involved in the program. (MSE)

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A MODEL FOR IMPROVING THE RETENTION AND ACADEMIC ACHIEVEMENT OF NON-TRADITIONAL STUDENTS AT LIVINGSTON COLLEGE/RUTGERS UNIVERSITY

by Judith S. Marshall

Educational Opportunity Fund

Livingston College

Rutgers University

June 1981

HE 014 199

PREFACE

The program described in this preposal was implemented during the Fall semester of the 1980-81 academic year. Participation at that time was restricted to our non-traditional student population. However, if funds permit, the Livingston College/Rutgers University Adminstration hopes to expand this program to include all Freshmen whose test scores indicate a need for developmental course work.

Preliminary findings suggest that students who participated in the Fall 1980 Freshmen Studies Program performed better than their counterparts did during the Fall of 1979.

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"In an interdisciplinary curriculum managed by a team of instructors, counselors and administrators, the students (can) progress step by step through a well-planned program. Each member of the team (can) contribute unique skills and perspectives, creating a learning climate for professionals as well as for students" (Roueche and Snow, 1977, p. 99). Such a structure makes it "easier to implement systematic needs assessments, promote central thrust such as self-concept development, internally structured team assignments, and evaluate the results of efforts"(Roueche and Snow, 1977, p. 90).

Attrition is a problem that plagues both the traditional and the nontraditional student populations. The results of a survey conducted by Cope and Hannah (1975) showed that, by the end of eight semesters, approximately 50% of the students in the 28 colleges left before graduation. Approximately 41 % of the attrition reported in that study occurred before the beginning of the second year. The results of that study concur with most research on attrition. There seems to be a consensus that attrition is heaviest during and at the end of the Freshman year (Cope and Hannah, 1975; Sagaria, 1978). The most crucial factor in Freshman attrition seems to be the degree of congruence or "fit" between the student and the college environment (Cope and Hannah, 1975; Goodrich, 1977). If the student fits academically, socially and motivationally into the college environment, he is less likely to drop out, stop-out, or transfer. Students who have harmonious relationships with their college environment also tend to achieve better academically than other students. Our own data shows that students who participate in a structured learning experience prior to their Freshman year tend to fare better academically than those who do not participate. Literature in the field corroborates this finding.

Furthermore, researchers have found that underprepared students perform best when supportive services are available for both the academic and personal needs of the students; when instructional units work in a

coordinated, cooperative manner with academic support units; and when underprepared studerts are enrolled in "regular" courses that are responsive to the students' needs and skill levels (Kaye, 1972; Roueche and Snow, 1977).

Through years of work with underprepared students, the author came to recognize the influence many of the aforementioned factors had on students' retention and achievement. Thus, in the Fall of 1974, this author developed and implemented a pilot project at Livingston College which was designed to improve students' attitudes and achievement in the basic skills courses. That project featured an interdisciplinary approach planned by teams of faculty and staff. In the summer of 1977, the concept of this initial project was expanded by the implementation of a summer orientation program for entering freshmen students.

In the Fall of 1979, the author and other members of a departmental subcommittee surveyed faculty and staff who work with our high potential (EOF) students during their Freshmen year. The purpose of the survey was to assess faculty/staff perceptions of students' needs which were still unmet.

The results of the survey highlighted the following needs:

- that underprepared students need the kind of information and assistance that will help them develop a realistic perception of their academic skills levels.
- that they need to learn how to use and benefit from the myriad of available academic supportive services.
- that they need a learning environment which provides them with an opportunity to immediately transfer to traditional courses the reading, writing, math and study skills presented in the developmental courses.

The survey also pointed out some ways of enhancing the provision of services to underprepared students. We found that:

- we need more communication and co-ordination between all departments concerned with developing the skills of E.O.F. students.
- we need better methods of identifying "problem" students so that we can address their needs with specialized efforts early in the first semester.
- we need a better means of monitoring students' progress.

These findings, coupled with our research, led the author to propose that a Freshmen Studies Program be implemented for Fall 1980. This F.S.P. program, as it was to be called, would be fashioned after the 1974 pilot project. The proposal for the F.S.P. project follows.

THE FRESHMEN STUDIES PROGRAM PROPOSAL

The author recommends that the Educational Opportunity Fund Program, in cooperation with the Academic Foundations Department, the Learning Center and other collegiate departments, plan and implement an E.O.F. Freshmen Studies Program. The Freshmen Studies Program will be one which combines the resources, expertise and efforts of faculty, counselors, and other staff to create a comprehensive learning experi- for E.O.F. freshmen. It will be an effort concerned with the total learning experience of the students. Therefore, cognitive, personal, and interpersonal domains will be explored.

The purpose of the Freshmen Studies Program, henceforth referred to as F.S.P., will be twofold: (1) to provide a more supportive structure

and environment for students to learn and develop in during the crucial transitional period of their freshmen year; and (2) to better facilitate both our efforts to deliver services to students and our efforts to monitor freshman students' progress for the purpose of improving student achievement and retention.

For those students who participate in the 1980 E.O.F. Summer Program, the F.S.P. will help reinforce and expand on the skills, relationships, attitudes and behaviors that were nurtured during the Summer Program. For those students who do not attend the Summer Program, the F.S.P. will greatly facilitate our efforts to develop their awareness and acquisition of the skills, attitudes and behaviors that will be most beneficial to them in their quest for a college degree. For both groups, the author feels the Freshman Studies Program as described below will be a strong foundation for the students' next three years of college.

A. Program Participants

Every E.O.F. student in the Freshman Class of 1980 will be required to participate in the EOF Freshman Studies Program. The degree of a student's participation, however, will be determined by his scores on the New Jersey Basic Skills Test (hereafter referred to as the N.J.B.S.T.). Those students who place into Level 1 skills courses will participate through specially designated basic skills course sections, through the Learning Center, and through their counseling group. These students will be registered for a reading, writing, math and content course. (The content course will be one which the

staff has determined, through a process of analysis, to be most appropriate to the student's basic skills level.) They will also participate in a weekly counseling group and intermittent sessions of a College Survival Seminar. All other students will participate in the program only through their counseling group, College Survival Seminar and one of their content courses. Hopefully, a program such as F. S. P. during the students' first semester, will decrease our E.O.F. population's academic and voluntary attrition, increase their utilization of supportive services and increase the E.O.F. population's graduation rate.

B. Program Philosophy

The philosophy of the E.O.F. Freshman Studies Program will be one which is concerned with the student as a whole being. We recognize that the states of students' emotional, personal and social beings greatly affect their cognitive being. Thus, the efforts of the F.S.P. will be directed toward the development of students' non-cognitive as well as their cognitive areas.

We also recognize that the environment in which a student must operate plays a major part in determining the student's satisfaction with, and achievement at, a particular college. This is an especially crucial factor during the freshman year. Thus, we will try to create an atmosphere which will promote student satisfaction and achievement. Two requisite characteristics of such an environment are that it be success-oriented and accepting. The program will be success-oriented in that we will view our

participants as being as capable of success as non-EOF students.

In addition, we view the students as adults who, as such, are capable of assuming responsibility for their own growth and learning. Thus, we view them as valuable co-participants in the program who require a clear understanding of our philosophy, goals and objectives and who will have input into the implementation of the various aspects of the program.

And, finally, we are aware that we must not be so over zealous in our efforts to support our students' growth toward the realization of their potential that we overprotect them. On the contrary, we will encourage them to be independent, assertive, and self-reliant.

C. Program Goals

The goals of the E.O.F. Freshmen Studies Program will be:

1) To better facilitate the integration of E.O.F. Freshmen students into the College by creating a structure which enhances our efforts to provide orientation, instruction and counseling and which promotes the development of support groups and meaningful relationships.
2) To provide a learning experience in which students learn their basic skills in the context of traditional college courses.
3) To introduce a concept of interdisciplinary team teaching which approaches the student and the learning process in a holistic fashion.
4) To provide a mechanism through which Special Programs staff and faculty from both basic skills and traditional

disciplines can make a concerted effort to develop and attempt innovative methods of working with underprepared students.

5) To improve the rate of retention of E.O.F. students during their first two years at Livingston.

For a fuller description of the program goals see Exhibit A.

D. Program Components

The project will be implemented through the efforts of three existing academic/student support units and two "new" components. All of the components are briefly described below.

1) Educational Opportunity Fund Program (EOF)

This component will assume the leadership and responsibility for coordinating the planning and implementation of the project. In addition, this component will provide group and individual counseling in academic, personal, social and financial areas. Counseling will take place in both individual and group settings, which will be both structured and unstructured in nature. Some of the direction for counseling sessions will come from the results of various counseling diagnostic tests that are administered to the student. And some direction will come from the counselor's years of experience in working with underprepared students, while other direction will come from the students themselves. Of course, the specified project counseling objectives will be the other source of directions for counseling topics and activities.

2) Academic Foundations Department (AFD)

This component will provide faculty to teach sections of Analytical and Critical Reading, Effective Writing and the math courses which have been designated for the E.O.F. - F.S.P. The basic skills sections designated for the project will adhere to the standards, objectives and student performance requirements set for each course as outlined in the math and writing sections of this report. The major differences between "designated" and "undesignated" sections will be teaching methods, special supportive efforts, and structured coordination with the Learning Center and the E.O.F. Program and faculty of the selected disciplines.

3) The Learning Center

This component will conduct individualized and small group tutorials in conjunction with the proposed intensified reading, writing and math developmental courses. In addition, the Learning Center will sponsor the College Survival Seminars which will be a series of sessions conducted by the Learning Center staff, EOF counselors and other developmental skills specialists. These seminars will be held throughout the semester and will cover topics as how to conquer test anxiety, test-taking strategies, and problem solving techniques. F.S.P. students who do not successfully complete their basic skills courses will be required to attend workshops in the Learning Center as prescribed in the sections on math and writing.

4) Freshman Studies Program Content Courses

This "new" support unit will consist of faculty from the various disciplines who volunteer to work with the project. As with the basic skills faculty, the content instructors should be individuals who are interested in innovative teaching methods, underprepared students, open communication and cooperative effort. Students in the Freshmen Studies Program will select one to two non-basic skills courses from a list of six courses which will be taught by these project content course instructors. These "electives" will be courses that are regularly taught at Livingston; they will maintain their usual standards and requirements; and they will be open to all Livingston students. However, the content course faculty will work closely with their teams to discuss student progress, course topics and assignments. The topics, concepts, assignments and reading materials of the content courses will sometimes serve as the substance for the skills courses.

Content courses will be selected based upon the following criteria:

That the courses (or discussion sections/labs):

1. do not require a major writing or research assignment
2. do require several short writing assignments
3. do not exceed an enrollment of 30-35 students
4. are highly structured, have stated objectives and an available syllabus which clearly states reading and writing assignments as well as grade requirements
5. use students' writings as a source of class discussions
6. order writing and other assignments sequentially
7. include some basic math skills content (i.e., computation, ratio-proportion and percent as related to use of graphs and tables).

The courses below were identified as possible content courses for the F.S.P. One of these will be selected for each "block" of courses.

Black Experience in America
Intro to Anthropology
Biology
Human Needs and Social Services
Intro to Macroeconomics
Growth of the U. S.
American Labor Before 1945
American Politics--Public and Private
Topics in American Politics
Intro to Psychology
Sociology (105, 108, 111)
Puerto Rican Studies

5) Peer Counselors

Another "new" student support component will consist of peer counselors who will be selected from upper class students to serve as good role models for the freshmen. They will be students with good or outstanding academic records who show leadership potential, warmth and openness. The peer counselors will be trained by, and work directly with, the E.O.F. professional counseling staff. They will play a vital role in the counselors' outreach efforts and in the project's efforts to help the freshmen adjust and become a part of the college. They will co-lead counseling group sessions, and be available to freshmen in the evening.

E. The Procedure

The F.S.P. must be viewed as a comprehensive program in which courses, counseling, tutoring and other activities all are major elements of the program. The thrust of the F.S.P. is to improve the academic preparation

of E.O.F. students by restructuring their freshman learning experience. This will partially be accomplished by block scheduling (schedule as a group) the students into designated sections of basic skills and content courses. Approximately five sections of Effective Writing, Analytical and Critical Reading and the appropriate math course will be set aside for the F.S.P. These sections will be open only to E.O.F. Freshmen. Before the students register, we will assign a section of each of the basic skills courses to each content course. For instance, Section 07, of Effective Writing; Section 03, of Analytical and Critical Reading; and Section 10 of Applied Math might be assigned to the F.S.P. Biology Course. These designated sections will then form the F.S.P. Biology block schedule. Thus the instructors of students who select Biology as their content course have to communicate and plan with only two to three other instructors. Those sections of the skills courses which are set aside to be paired with F.S.P. content courses will adhere to the goals and objectives normally associated with the course. However, the F. S.P. sections will differ somewhat from the non-E.O.F. sections as follows:

1. a required lab session will be attached to the course
2. a small percentage of class time will be spent applying the skills taught in reading, writing and math to assignments in a specific content course (interdisciplinary approach)
3. the instructors will all work together along with the content course instructor, a counselor and a Learning Center instructor to co-ordinate some assignments for their group of students (Student Development Teams)
4. the students will receive regular individual tutoring to remediate any skills deficiencies that are noted on their "skills profiles".

The "Student Development Teams" will be the other structural innovation which we hope will enhance our efforts to improve E.O.F. students' academic preparation. These pre-assigned teams of faculty and staff will be responsible for planning the learning experiences and evaluating the progress of students in their group. This restructuring will facilitate the delivery of academic support services, the monitoring of student progress and the development of student-student and student-staff supportive relationships. The team members will jointly, within the goals, objectives and directions of the program, plan and implement assignments and activities for their group of students. Together, the teams can plan ways that the Learning Center staff, counselors and course instructors can improve the quality of the students' learning experience. One of their joint efforts will be to develop a comprehensive profile of each student in their group. The profile will consist of cognitive, affective and factual information about the students. The profile will be developed through use of student interviews, staff observations and diagnostic academic and counseling tests. For each student, we will be interested in such information as academic skills levels, study skills and attitudes, college survival skills, cognitive levels, aspirations, etc. The "Student Development Team" will utilize the information on the profiles to develop each student's personalized prescription for remediation and development. The skills instructors and the Learning Center staff will identify, very specifically, which skills (i.e., subject-verb agreement, simple algebraic equations, identification of main ideas) each student needs to improve. The profiles will be shared with the students in an individual conference. Each student, along with staff, will set objectives for his development. Small group and individualized instruction will be provided by the Learning Center to help students

improve upon the skills deficits outlined in the profile. Student needs in the areas of college survival skills, attitudes, study habits, coping strategies, problem solving, aspirations, etc. which are indicated on the profiles will be addressed in individual and group counseling sessions. Other joint efforts of the team will include monitoring of each student's progress on his prescription plan and planning of other joint ventures.

An interdisciplinary approach will be another means through which we hope to improve the students' preparation for future course work. As mentioned above, this approach calls for the reading, writing and math instructors to relate some of their assignments and discussions to topics or concepts that are introduced in the content area. For instance, when the economics instructor is discussing the concept of inflation, the skills instructors, in conjunction with the economics instructor, could gear classroom and homework assignments around the topic of inflation. The reading teacher could select articles and textbook excerpts about inflation to teach reading skills. The writing instructor could use the topic of inflation for a writing assignment. The math instructor could demonstrate to the students how math relates to the topic of inflation.

It is hoped that in some instances the "discipline-based" team member will also take cues for his/her class activities and assignments from the skills instructors' topics. For instance, when the reading teacher is teaching the techniques of contrast and comparison, the economics instructor could devote a class discussion to contrasting and comparing two different historical periods of inflation. The writing instructor could follow by having the students write about the findings of their economics class. Through the types of experience described above, the students will learn, in a concrete

manner, how skills acquired in reading, writing, and math are applied to their regular course work.

The faculty members of each team will meet during the summer to plan the curriculum together. They will share materials, textbooks and ideas so that they can plan ways to inter-relate assignments. These meetings will continue, on a regular basis, throughout the semester.

The inclusion of regularly scheduled group counseling sessions into the students' weekly schedules is another structural change which the F. S. P. features. However, the students will still be expected to see their counselors on an individual basis. Group counseling sessions will be used to provide orientation, to discuss college and personal survival strategies, to explore careers and different fields of study, to make announcements and to explore any other topics which the students and/or counselors select. The scheduling of counseling time will insure that the students see their counselors at least once a week. Thus, the counselors' efforts to monitor students and to provide information to students will be greatly facilitated. When possible, counseling assignments might also be incorporated into the skills courses. For instance, the writing instructor might ask the student to write about "What I will be doing in seven years" at the same time that the counseling group is discussing "life planning".

F. Additional Features and Activities of the Program

The structure, as outlined above, will allow all units to work more effectively with the students. First, it will give the Learning Center staff and counselors a better sense of who needs help, and in areas. Secondly, it will insure for the first time that we will able to service 100% of the E.O.F. freshmen. Third, the proposed structure will greatly facilitate implementation of the following efforts:

1. Innovative Efforts

Faculty and staff will use this to initate joint efforts to develop innovative methods of teaching, counseling, motivating, and nurturing under-prepared students. For example:

a. Some math instructors plan to analyze the math requirements of the various disciplines, i.e., psychology and urban studies, to determine what math skills are needed. The math instructors will then incorporate these skills into the two first level math courses and, whenever possible, they will teach those skills in the context of subject areas.

b. The wriitng instructors will work with the "project content course instructors" to incorporate more writing assignments into the content courses. We would like the content instructors to view their assignments as writing assignments as well as topic assignments. Thus, the content instructors will be trained in holistic scoring and they will be encouraged to require essay rather than objective answers on tests.

c. We will work to develop and maintain a student-centered learning environment in which the students are aware of, and share in, the development of program and individual objectives. As a result, they play an influential role in determining the direction of their learning experience.

d. We plan to develop a series of seminars on test-taking strategies, problem-solving techniques, library skills, etc. which will have assignments which originate from the regular classes.

2. Coordinated and Cooperative Efforts

The structure of the project will greatly enhance the ongoing efforts of the faculty, counselors and Learning Center staff because it will facilitate coordination and communication between the units. This feature of the structure should improve our success with high risk students. (Roueche, 1978)

3. Student Profile

Through the use of various tools a comprehensive profile of the students' skills needs will be developed. The profiles will be shared with the students and will be used to design the students' remediation plans and timetables.

4. Continual Monitoring of Student Progress and Early Identification of Student with Problems

Weekly team conferences will be the mechanism through which we will monitor student performance. Because the team structure facilitates communications and allows construction of a more comprehensive picture of each student, we will be able to identify, early

in the semester, students who seem to have special problems and needs. Early intervention can mean the difference between success and failure. (Goodrich, 1977).

5. Frequent Conferences with Students

Students will be required to meet with their instructors at least three times during the semester. The conferences will be used to review the students' class performance and the progress that has been made on his/her remediation plan.

6. Discussion Groups

Several times during the semester program, faculty and staff will invite students to meet with them in an informal setting. The purpose of these sessions will be threefold: to encourage the development of significant relationships between students and staff, to encourage the development of friendship and support mechanisms among the students and to stimulate the students' thinking about issues which may be key to their success in college. Findings at other universities suggest that meaningful relationships with some college personnel and friendships with fellow students play a major role in students' success. (Goodrich, 1977; Centra and Rock, 1971).

7. Parental Orientation/Involvement Program

This is an effort that will begin from the moment that the student is admitted to the college. It will involve an orientation program, newsletter and, perhaps, other activities. The main purpose of this effort is to involve parents more actively with the students' transition to college and to further develop their

roles as major supports for their children's efforts. Several writers who have had experiences with programs for high risk students promote the importance of parental expectations, praise, and support. (Goodrich, 1977; Maxwell, 1979; Sedlacek and Webster, 1978).

G. Expected Student Outcomes

As a result of the combined efforts of the five program components, we will be able to create a learning environment quite different from that which E.O.F. students presently experience their first semester at Livingston College. It will be an environment in which all staff efforts and activities, such as those in Section C, will be directed toward a common goal.....the development of student activities and behaviors which promote college success. Major emphasis will be given to the remediation of studentcommunication skills and problems and to the enhancement of their self-concepts. In addition, we will be concerned with efforts that help the students:

1) develop improved problem-solving and reasoning skills
2) develop an understanding of the relevance of skills taught in their reading, writing, and math courses to success in their college courses.
3) develop attitudes and habits that are conducive to success in college
4) develop coping, survival and decison-making skills
5) develop more confidence in subject areas which traditionally have a low enrollment of minority and disadvantaged students

6) develop some goals and directions for themselves

7) develop a greater awareness of their abilities and talents

We believe that our goals can be met only if we are successful in effecting some of the above changes in students. Researchers, Roueche (1977), Canfield (1976), and Cope and Hanna (1975), have found that students who develop the above attitudes, skills and values improve their chances of completing college. Likewise, programs that emphasize these areas have greater success with high risk students. (Roueche, 1977).

H. Student Evaluation and Progression

During the course of the F.S. P., the Student Development Teams will be continually monitoring the students' performance and evaluating their progress. The team members will be responsible for providing the students with regular feedback regarding their performance and progress.

I. Evaluation Plan

The evaluation design will consist of two components: a comparative study of the 1979 and 1980 freshman EOF classes, and an evaluation by all parties involved in the project.

A. The Comparative Study

We will employ various appropriate statistical methods to compare contrast data generated by the two freshman groups. Some of the data that will be utilized are:

1. Entering Data

   SAT scores
   High school rank
   High school GPA
   N. J. Basic Skills Test Scores
   Various tests administered by the academic and counseling components at the beginning of the year

2. Academic Year Data

   Placement in basic skills courses
   Grades in basic skills courses
   Grades in other courses
   Utilization of supportive services resources

We have already developed a computer program to store and analyze this data. Thus, this aspect of the evaluation is already in motion. Most of the data on the 1979 EOF freshman class is already available.

B. Evaluations by Program Participants

The students, administrators, faculty and staff will serve as four sources of opininons about the program. The opinions will be sought to assess the program's success in meeting the stated objectives and to assess the degree to which participants are satisfied with the program.

All participants, students, administrators, faculty and staff will be asked to complete a common evaluation form which is intended to solicit the above assessments.

In addition to the above evaluation by program participants, students and staff will be asked to evaluate each other's performance. Personnel will also be evaluated by the students, project administrators and project coordinaotrs. The purpose of these evaluations will be to assess to what degree each staff member meets his/her prescribed objectives.

Evaluations of student progress will be an integral feature of the project. Students will be expected to meet individually with each of their instructors and counselors at least three times during the semester. These sessions are to be used to discuss the student's progress and performance in terms of specific criteria. At the end of the semester, instructors, counselors and Learning Center staff will complete student evaluation forms to be shared with the students and then stored in each student's folder. This evaluation form will ask for an assessment of the degree to which each student meets the program's learning objectives.

CONCLUSION

This program, as proposed, contains most of the elements Roueche and Snow found in programs which have demonstrated the most success with underprepared students. Roueche and Snow have found that the most successful special programs for underprepared students are based upon philosophies concerned with the education of the "whole student". (Pender, 1980; Roueche and Snow, 1977). This calls for programs which emphasize development of affective aspects of the students, i.e., feelings and ambitions as well as the cognitive areas. "In an interdisciplinary curriculum managed by a team of instructors, counselors and administrators, the students (can) progress step by step through a well planned program. Each member of the team (can) contribute unique skills and perspectives, creating a learning climate for professionals as well as for students." (Roueche and Snow, 1977, p. 99). Such a structure makes it easier to implement systematic needs assessments, promote central thrusts such as self-concept development, internally structured team assignments, and evaluate the results of efforts." (Roueche and Snow, 1977, p. 90).

APPENDIX

EXHIBIT A

GOALS AND OBJECTIVES OF THE PROJECT

Our goals for this project are both long and short term. Our short term goals focus on the time period of July, 1980--May, 1981 which will be the freshman year Class of 1984. Our long term goals are concerned with the four-year period usually allowed for the completion of the bachelor's degree. Our goals are as follows:

GOAL I: TO BETTER FACILITATE E.O.F. FRESHMEN STUDENTS'INTEGRATION INTO THE COLLEGE

Objective I: to create a structure which improves our access to E.O.F. freshmen and thereby enhances our efforts to provide them with orientation, instruction and counseling.

Objective II: to promote the development of supportive mechanisms such as interest groups and meaningful student-student and student-staff relationships.

GOAL II: TO PROVIDE A MECHANISM THROUGH WHICH FACULTY AND SPECIAL PROGRAM STAFF CAN MAKE A CONCERTED EFFORT TO DEVELOP AND ATTEMPT INNOVATIVE METHODS OF WORKING WITH NONTRADITIONAL STUDENTS

GOAL III: TO IMPROVE THE RETENTION RATE OF E.O.F. STUDENTS

Objective I: to increase significantly the number of E.O.F. freshmen who remain in school throughout their freshman year as measured by comparing the attrition data of the 1979 and 1980 E.O.F. freshman classes.

Objective II: to increase significantly the number of E.O.F. students who return to Livingston for their second year of college. This will be measured by comparing the attrition data of the E.O.F. freshman classes of 1979 and 1980.

Objective III: to increase significantly the number of E.O.F. students who graduate from Livingston in 4-5 years as measured by comparing the attrition data of the 1979 and 1980 E.O.F. freshman classes.

GOAL IV: TO IMPROVE THE LEVEL OF ACHIEVEMENT OF E.O.F. STUDENTS

Objective I: to significantly (statistical significance) increase the academic achievement level of E.O.F. students during their freshman year as demonstrated by a comparison of the average G.P.A. of the 1979 and 1980 fresman classes.

Objective II: to significantly increase the overall academic achievement level of E.O.F. students as demonstrated by a comparison of the average G.P.A. of the classes of 1979 and 1980 upon their graduation in 1983-1985.

GOAL V: TO INCREASE THE ENROLLMENT SUCCESS OF MINORITY AND DISADVANTAGED STUDENTS IN FIELDS OF STUDY IN WHICH THESE GROUPS ARE GREATLY UNDERREPRESENTED

Objective I: to increase significantly the number of E.O.F. students who select to major in fields of study in which minorities and disadvantage are traditionally underrepresented. This increase will be measured by comparing the majors list of students who enter in 1979 to that of students who entered in 1980.

Objective II: to increase significantly the number of E.O.F. students who receive degrees in fields of study in which minorities and disadvantaged are underrepresented. This increase will be measured by comparing the graduation degree lists for the two classes.

We see Goal II as a more comprehensive goal and Goal V as being a sub-goal which will result indirectly from the attainment of goals I, III, and IV.

EXHIBIT B

The course of study of Freshmen who test into the first level basic skills courses will be:

Analytical and Critical Reading (Intensive)
Effective Writing (Intensive)
Math
A selected course:
(Sociology, Biology, Psychology, Logic)
Counseling group
College Survival Skills Seminar
(will meet intermittently throughout the semester)

The course of study for those who test above the Level I skills courses will be:

A Writing course
A Math course
A selected content course
An elective
Counseling group
College Survival Skills Seminar
(will meet weekly and will co-ordinate with the content area course)

Critical Reading Course:

Critical Reading, a required course, is offered by the Department of Academic Foundations. A standardized reading test is used to determine placement in the course or exemption from it. Students who are required to enroll do so in their first semester in college.

Critical Reading is designed to help students improve their reading and study skills so that they will be able to successfully deal with the work in upper level college courses. Among the areas included in the reading course are: literal and inferential comprehension, vocabulary development, dictionary and library skills, notetaking and outlining, paragraph organization, analysis and classification of paragraphs and essays, examination skills, and study methods. Class size is kept low so that students can receive individual attention and can meet with their professors on a regular basis. A Learning Center is available for reinforcing skills learned in the course.

Writing Program: (Effective Writing, Expository Writing 101, Level III)

Students are placed in either Effective Writing, Expository Writing 101 or 102 on the basis of the basis of the New Jersey Basic Skills Test and a writing sample. Effective Writing is designed for the student who needs extra attention and is the most innovative of the three courses. First of all, the small classes are brought to the Writing Center where groups of three to five students meet with tutors to discuss readings, assignments, papers, etc. In addition, each student receives one-half hour a week of individual tutoring. Second, at the end of the semester, two of the students' papers are read by other experts to guarantee that grades are fairly given. Finally, students who improve, but not enough to meet the criteria for entry into Expository 101 , do not take the course again; rather they take intensive mini-courses in the writing workshop devoted to areas which usually cause students difficulty: dialect interference, organization, proofreading, and editing. Taking two of these mini-courses in a semester, the student again submits two papers to a board of readers who then decide on pass/fail status. A student has three semesters to move through Effective Writing.

-Excerpt from Summary of the Livingston College Basic Skills Program

Office of the Dean, October, 1980

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